



Competency Management Overview

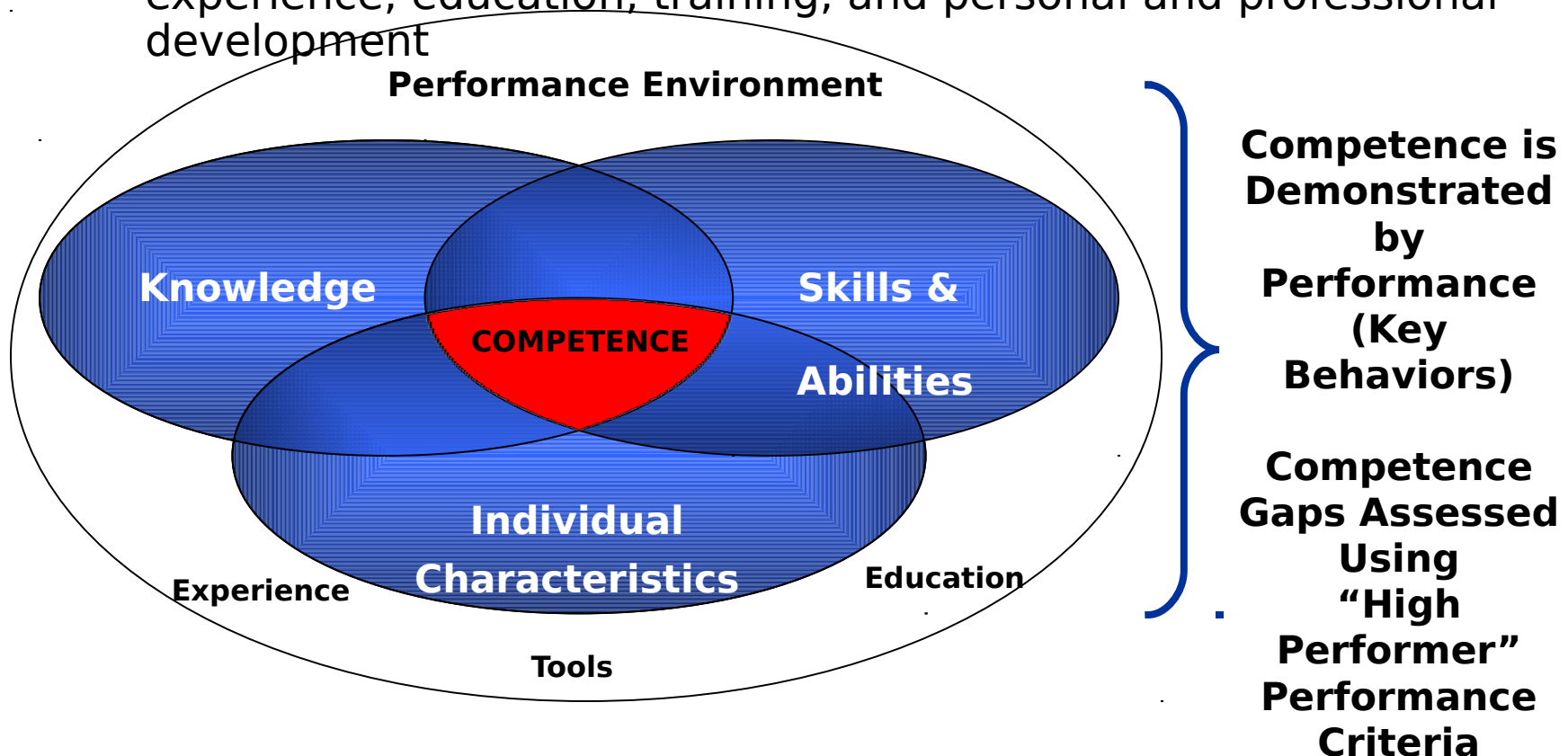
Jonathan Higgins

AT&L Workforce Career
Management



A Competency -- What is it?

- **OPM definition “ an observable, measurable pattern of skills, knowledge, abilities, behaviors & other characteristics that an individual needs to perform work roles or occupational functions successfully.”**
- Competence is achieved through a variety of means; e.g., experience, education, training, and personal and professional development





Initial “As Is” State of Competency Management

Stove-piped Functional Focus

Program Management

Contracting

SPRDE

Acquisition Logistics

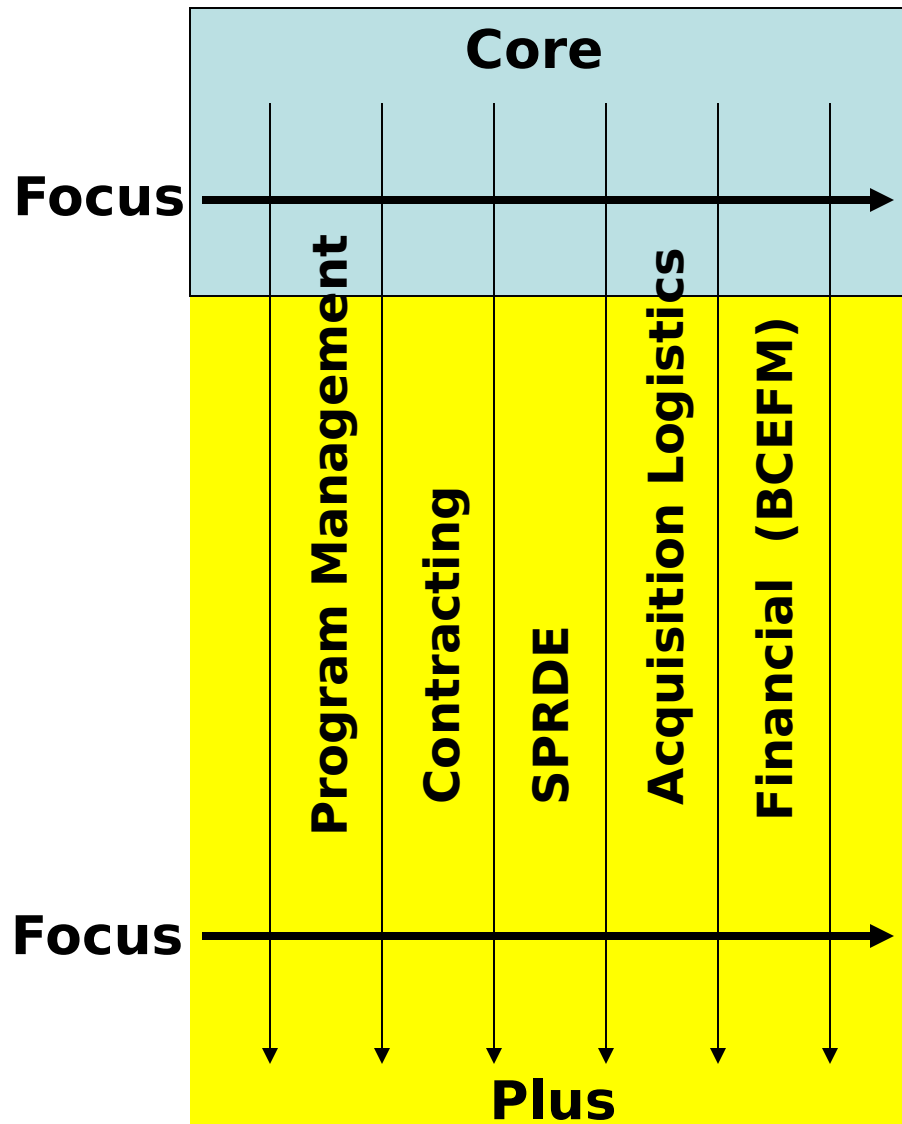
BCEFM

Individual career field competencies managed in stovepipe fashion

- No community-wide standards to support management of competencies
- In most cases – the competencies were learning objectives for courses
- Focus of competencies/learning objectives has been to inform content of training courses – not strategic human capital planning/management to include addressing gaps



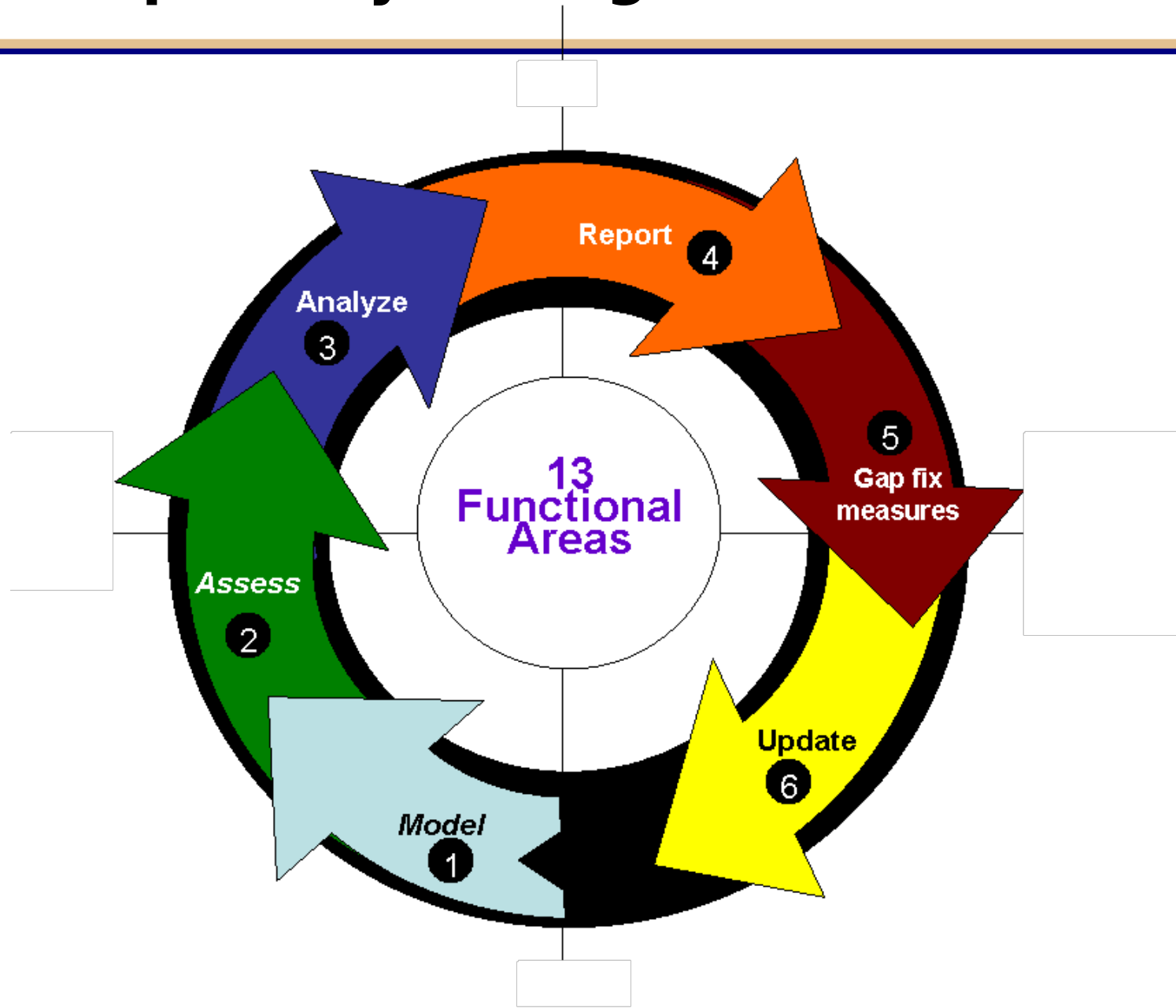
"To Be" State of Competency Management



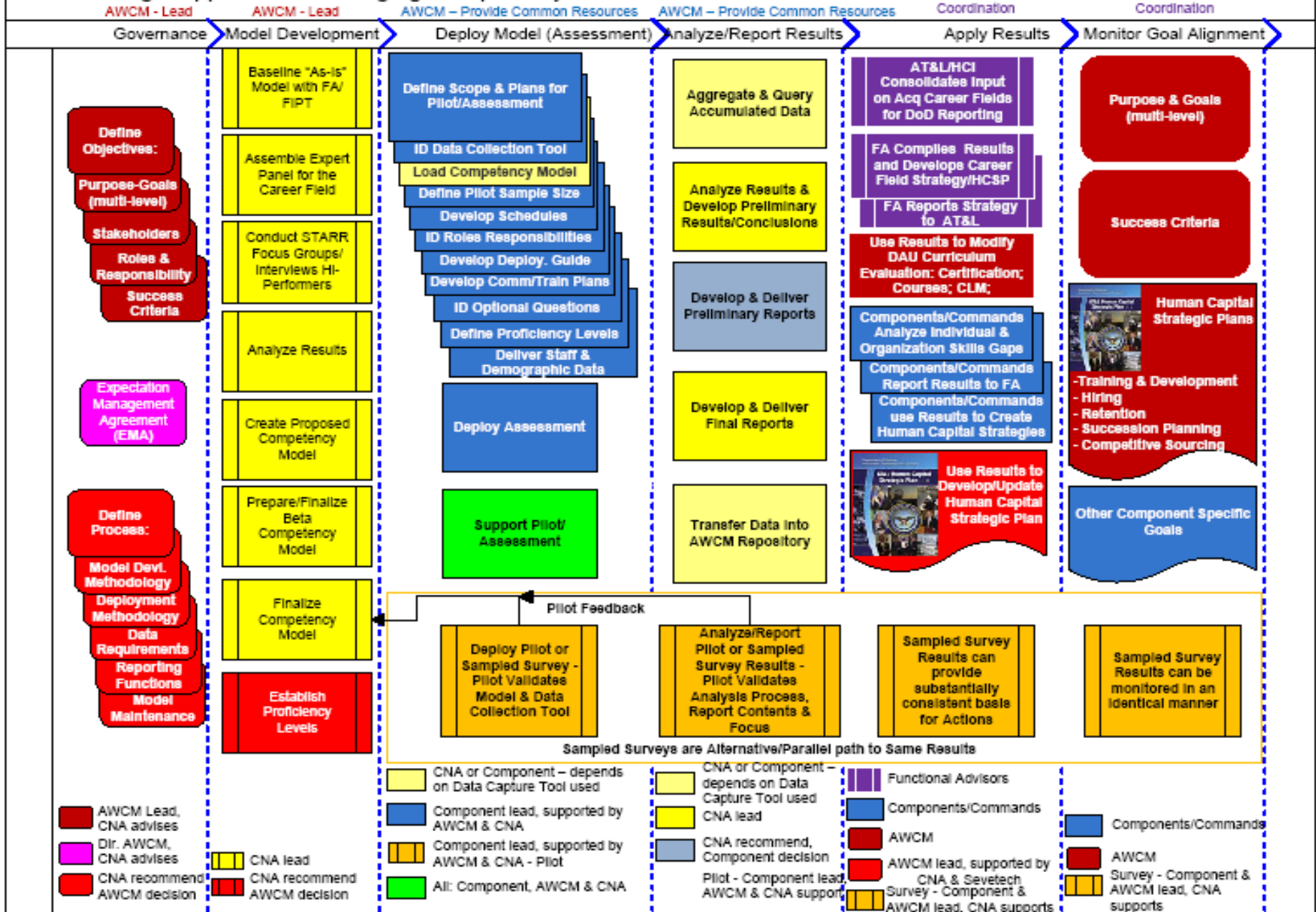
- Alignment is driver for strategy -- consistent with OPM & OSD (P&R) policy, standards, guidance
- A framework to allow competency standards to be applied and managed in multiple workforce-related applications
- Decentralized execution - competency models will be used by Components in workforce-wide assessments
- Transition strategy that provides interim assessment capability and planning for long-term
- Leveraging assessment results for:
 - strategic human capital planning and management
 - closing workforce capability gaps
 - improving the workforce certification framework,
 - performance support resources (best practices and tools) are available to the workforce



Competency Management Process Flow



AT&L Strategic Approach to Managing Competency Initiatives





Overview of AT&L HCSP V3.0 Competency Management Tasks

Task	Narrative	Office of Primary Responsibility	Office of Corollary Responsibility
1.3.1	Complete competency models for the PM, Logistics, and Contracting career fields by Dec 07	Dir, HCI	FAs, Components
1.3.2	Complete functional competency models for remaining career fields by Sep 08	Dir, HCI	FAs, Components
1.3.3	Complete a cross-functional core competency model for the entire DoD AT&L workforce by Dec 08	Dir, HCI	FAs, Components
1.3.4	Determine and make recommendation on whether standard tools are desired or needed to ensure that data can be used for multiple purposes by Jan 08	Dir, HCI	Components
1.3.5	Initiate skills gap assessments in 50% career fields by Dec 08	Components	FAs
1.3.6	Coordinate with ODUSD(CPP) and OPM to incorporate DoD AT&L competencies into OPM HR standards to ensure consistency across the federal sector within 90 days of competency model completion	Dir, HCI	None
1.4.1	Ensure DoD AT&L crossfunctional governance and implementation of initiatives, such as functional competency models, certification framework, etc., by Components are done in consistent manner by Jan 08	Dir, HCI / WMG Chair	None
6.2.1	Identify developmental needs for acquisition personnel leveraging functional competency models starting Jul 07	Components	None
6.2.2	Develop and implement strategies to fill competency gaps and meet target certification levels by Sep 08	Components	None
6.2.4	Develop criteria for acquisition experiential assignments necessary to achieve desired competencies by Jun 08	FAs	None



Key Stakeholders and Governance of AT&L Workforce Capability



U.S. Law
Defense
Acquisition
Workforce
Improvement
Act
(DAWIA)

**President's
Management
Agenda**

**Secretary of
Defense
National
Military
Strategy &
Quadrennial**

**USD (P&R)
Human Capital
Strategies**

Accountability
e.g., Congress,
GAO, IG

**DoD
Directive
5000.52**
(Instruction/Guide)

**Defense
Acquisition
University
(PLM)**

Talent Management

Defense Review

Performance Management



Workforce Capability

Training

Education

Experience

PLM

Policy

Processes

Motivations and Incentives

Ethics and Integrity

**USD (AT&L)
Human
Capital
Strategies
& Initiatives
AT&L**

**Workforce
Senior
Steering
Board**

**Director,
AT&L Human
Capital
Initiatives**

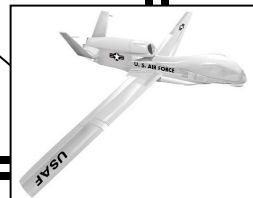
**Functional
Advisors &
Functional IPTS**

**Component
Workforce
Strategies &
Initiatives**

**Component
Workforce
Management**

**Component
Force
Planning**

**AT&L
Workforce
Management
Group**





Why the Increased Emphasis on Leveraging Competency Management?

Background:

DoD Acquisition Mission Challenges Drive Need for High Performing, Agile workforce -- Improved Competency Management

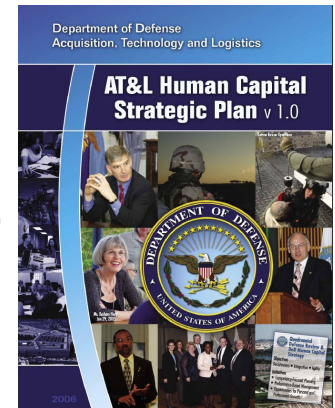
- President's Management Agenda - Human Capital, Leverage Technology (OMB, DoD, AT&L)
- Congressional Concern - Acquisition Outcomes, Human Capital
- Human Capital Planning for DoD AT&L Workforce identified as High Risk by GAO
- OPM HCAAF Human Capital Assessment and Accountability Framework
- Quadrennial Defense Review - Competency Management
- DoD Civilian Human Capital Strategic Plan

AT&L Human Capital Strategic Plan

- Improved Competency management is key outcome
- HCSP Goal 1 mandates current, standardized functional competencies
- HCSP Goals 3 and 4 rely on competencies

Defense Acquisition University

- Core Plus
- Engaged Learner Architecture



Leadership

Accountability

Strategy

Key Enabler

Technology



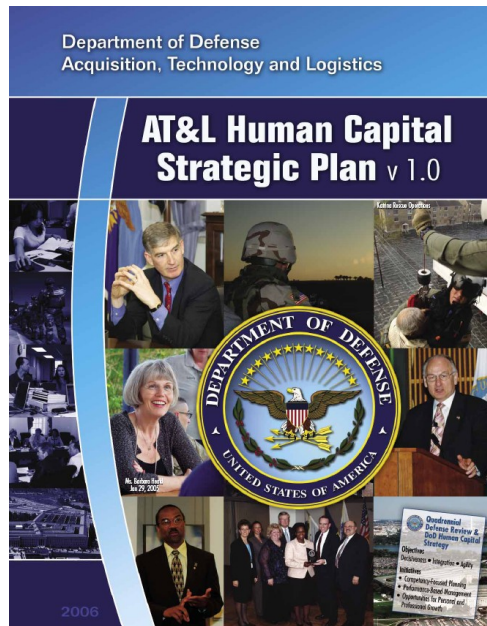
Senior DoD Leadership Commitment & Action



THE UNDER SECRETARY OF DEFENSE

3010 DEFENSE PENTAGON
WASHINGTON, DC 20301-3010

OCT 16 2006



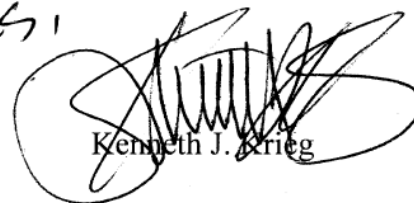
ACQUISITION,
TECHNOLOGY
AND LOGISTICS

MEMORANDUM FOR: SEE DISTRIBUTION

SUBJECT: Request for Support of AT&L Competency Initiative

Acting on the June 2006 DoD AT&L Human Capital Strategic Plan, we are deploying a joint competency management initiative involving AT&L functional leaders, component acquisition leaders, field subject matter experts, the Defense Acquisition University, and competency experts from the Center for Naval Analysis. This ongoing key task will continue through FY 2007.

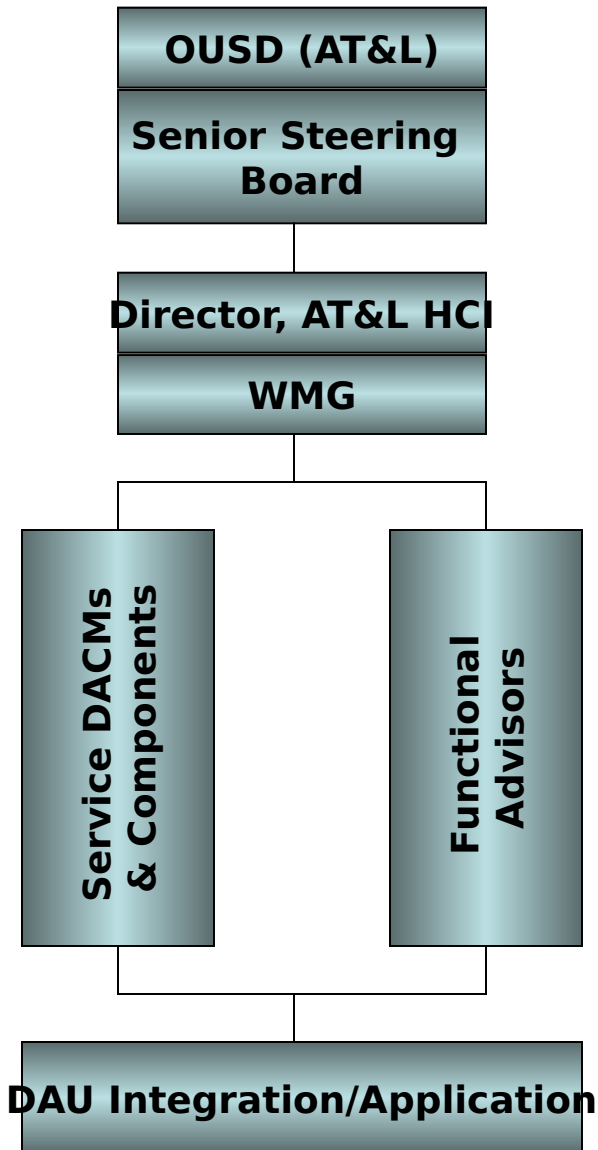
Request your leadership and commitment to ensure we complete this important effort as scheduled (attached). My point of contact is Mr. Garry Shafovaloff, A&T-DAU, at 703-805-4969.

T. Hakes

Kenneth J. Krieg

Attachment:
As stated



Governance Structure



- The USD (AT&L) chairs the AT&L Workforce Senior Steering Board which is comprised of functional and component senior acquisition leaders as well as senior leadership from OSD P&R
- The Director, Human Capital Initiatives (President, DAU) supports the USD (AT&L) by providing leadership on human capital initiatives, ensuring AT&L community alignment and integration of effort to support Department objectives, and managing implementation of AT&L department-wide workforce policy and initiatives
- The AT&L Workforce Management Group (WMG), chaired by the Director, AT&L HCI, further provides an integrated approach to governance and advises the USD (AT&L) on workforce matters, to include competency management
- The AT&L Functional Advisor (FA) is a senior acquisition functional community leader and is responsible to the USD (AT&L) for ensuring currency of community-wide competency requirements
- The Defense Acquisition University serves as the AT&L corporate university and works closely with the FAs, FIPTs and components to ensure that workforce capability requirements are translated into a powerful learning environment for the AT&L workforce



Governing Competency Initiatives

- Identify all Stakeholders
- Define Goals & Objectives (for each Stakeholder)
 - Outputs needed to achieve goals/objectives - Success Criteria
- Agree on general approach or note variances (box chart)
 - Governance/Oversight
 - Model Development
 - Skills Assessment
 - Data Analysis & Reporting
 - Implement Strategies for Gap Closure
 - Monitor Goal Alignment
- Define Roles & Responsibility
- Define Processes
 - Model Development Methodology
 - Deployment Methodology
 - Data Requirements
 - Reporting Functions
 - Model Maintenance



The AT&L HCSP Competency Approach

...Standard Competency Models Across AT&L workforce

.....Leverage assessment information for high performance

- **Improve, standardize policy, competency management framework**
- **Increase awareness and “competence” in using competencies**
- **Update & standardize competency models across AT&L workforce**
 - **Consistent with OPM & OSD (P&R) Guidelines**
 - **Competency Structure**
 - **Performance Outcomes at 3 Levels**
 - **May include clarifiers and definitions**
 - **Elements of Key Behaviors/Job Performance Criteria**
 - **Product used to structure/organize learning objects/taxonomy**
 - **Conform to HR-XML format**
 - **Multi-Method Approach to Competency Model Validation**
 - **Build-on past and current FIPT & DAU competency efforts**
 - **Use Subject Matter Experts**
 - **Use Expert Panels for matching to essential job functions**
 - **Multi-rater surveys for importance/frequency of use and criticality**
- **Leverage assessment for multi-use and performance support**
 - **Numerous workforce management and support applications**
 - **AT&L/DAU Core Plus and Engaged Learner Environment initiatives**
- **Partner to successfully operationalize use of competency models**



Model Development Process Methodology

Phases I & II

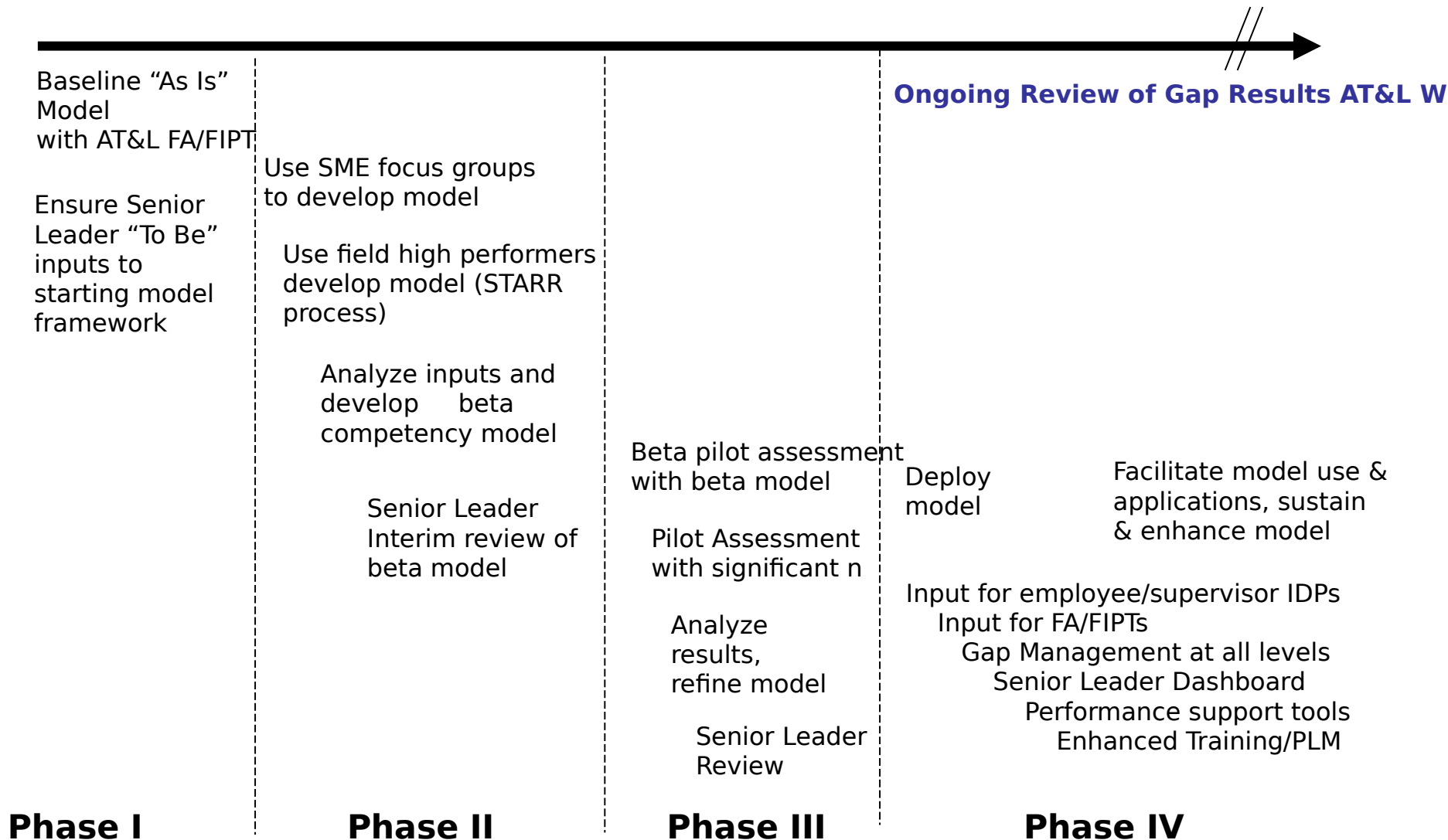
1. Assemble Expert Panel from career field to review “as is” competency model & ensure input from senior leaders
2. Conduct online or facilitated focus groups to identify and match competencies (key behaviors, KSAs, and outputs) to essential job functions
3. Develop key situations through online structured interviews to identify specific job-related behaviors of superior performers
4. Prepare beta model for use in generalization survey
5. Multi-rater Survey/Assessment of job incumbents and managers to complete model
6. Model deployment (FOC) & sustainment

Phase III

Phase IV



Developing Competency Models



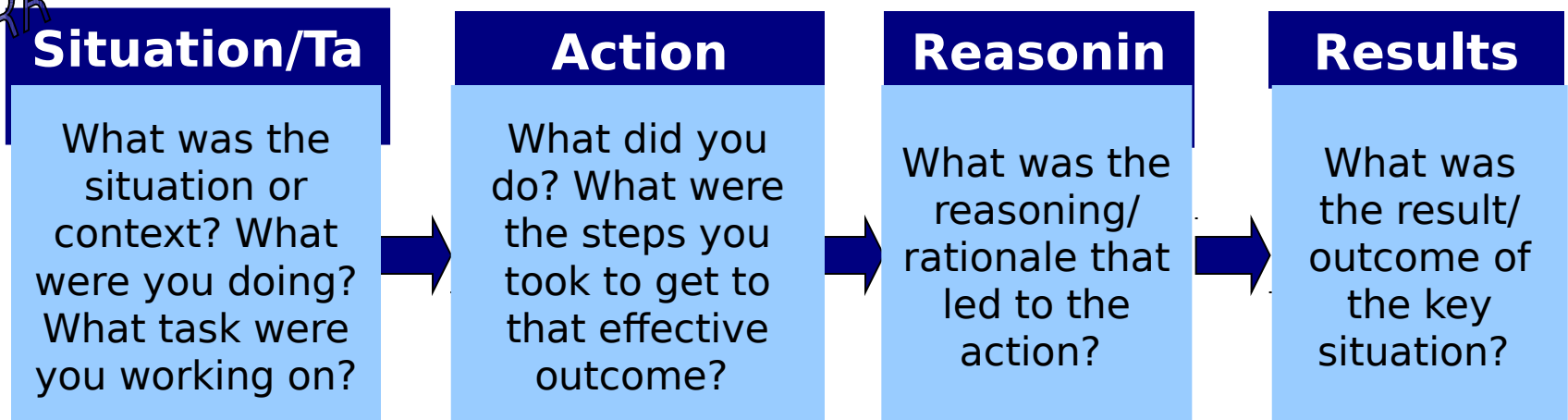


Competency Model Development

SME Focus Groups & Key Situations

- **Focus Groups:** Identify behaviors (what an employee does) required for successful performance
- **Key Situations:** a method of data collection from subject matter experts regarding *“what it takes”* to perform effectively on your job.
- Use the **STARR Method** to identify key situations and then have the participant describe what the person does for successful performance, why they did it, and the successful performance outcome
- This process helps establish a **“successful performer” baseline** (profile) which will be used in the assessment process

STARR





Model Development - Phase II Identify Key Situations – STARR Method

STARR

Situation/Task - Action - Reasoning - Result

**his process helps to identify competencies that most
contribute to successful performance - a critical step
in model development**

1st - Describe a situation that resulted in a particularly effective outcome.

2nd - Rate the situation using a “Distinguishing Value Rating” which is how much the competency differentiates effective results from ineffective results.

*1-Not Valuable; 2-Somewhat Valuable; 3-Valuable;
4-Very Valuable; 5-Extremely Valuable; 6-NA*



Matrix of Assessment Options

	DESCRIPTION	PROS	CONS
Component CMS - LMS	Existing solution within a Component Command	<ul style="list-style-type: none">§ Gap Closures linked to Training Interventions§ Minimal Cost Infrastructure already Exists§ Organic Capacity to Manage all Competency Efforts	<ul style="list-style-type: none">§ Data standards and formats need to be defined & closely managed to ensure aggregate reporting§ Need central system to manage data reported
Stratified Sampling of Population (CNAC)	A sample of the population is assessed results applied to needs of community	<ul style="list-style-type: none">§ Lower cost since assessing partial population§ Provides high level sample that allows for evaluation of curriculum needed	<ul style="list-style-type: none">§ Does not provide Gap report for individuals therefore does not allow for closure of gaps§ Does not provide complete Organizational Gap report therefore unable to use in talent management & workforce planning
Total Workforce Assessment - Central System	Investment in a central wide tool for the assessment 100% of the workforce (all 13 career fields) to be executed	<ul style="list-style-type: none">§ AT&L wide reporting simplified since all data is in one place	<ul style="list-style-type: none">§ Restricts "decentralized execution" as described in HCSP§ Limits Component's ability to link training records to individuals§ Creates need for data extraction to Component vs. them reporting data



Employee Assessment View



Contracting Assessment – Draft– Sample Competency

Section 1	Competency: Bid Evaluation
Unit of Competence: Pre-Award and Award	

Elements	Importance					Frequency					Proficiency					Difficulty				
Element 1 - Determine contractor responsibility by assessing past performance and financial stability to ensure that all contractor tasks and responsibilities will meet Government requirements.	1 ○	2 ○	3 ○	4 ○	5 ○	1 ○	2 ○	3 ○	4 ○	5 ○	1 ○	2 ○	3 ○	4 ○	5 ○	1 ○	2 ○	3 ○	4 ○	5 ○

Proficiency Levels - Behavioral Anchors

Awareness 1>
Basic 2--
Intermediate 3>
Advanced 4--
Expert 5>

Understand determinations of contractor responsibility by assessing past performance and financial stability to ensure that all contractor tasks and responsibilities will meet government requirements.

Categorize levels of contractor responsibility by assessing past performance and financial stability to ensure that all contractor tasks and responsibilities will meet government requirements.

Evaluate contractor responsibility by assessing past performance and financial stability to ensure that all contractor tasks and responsibilities will meet government requirements.

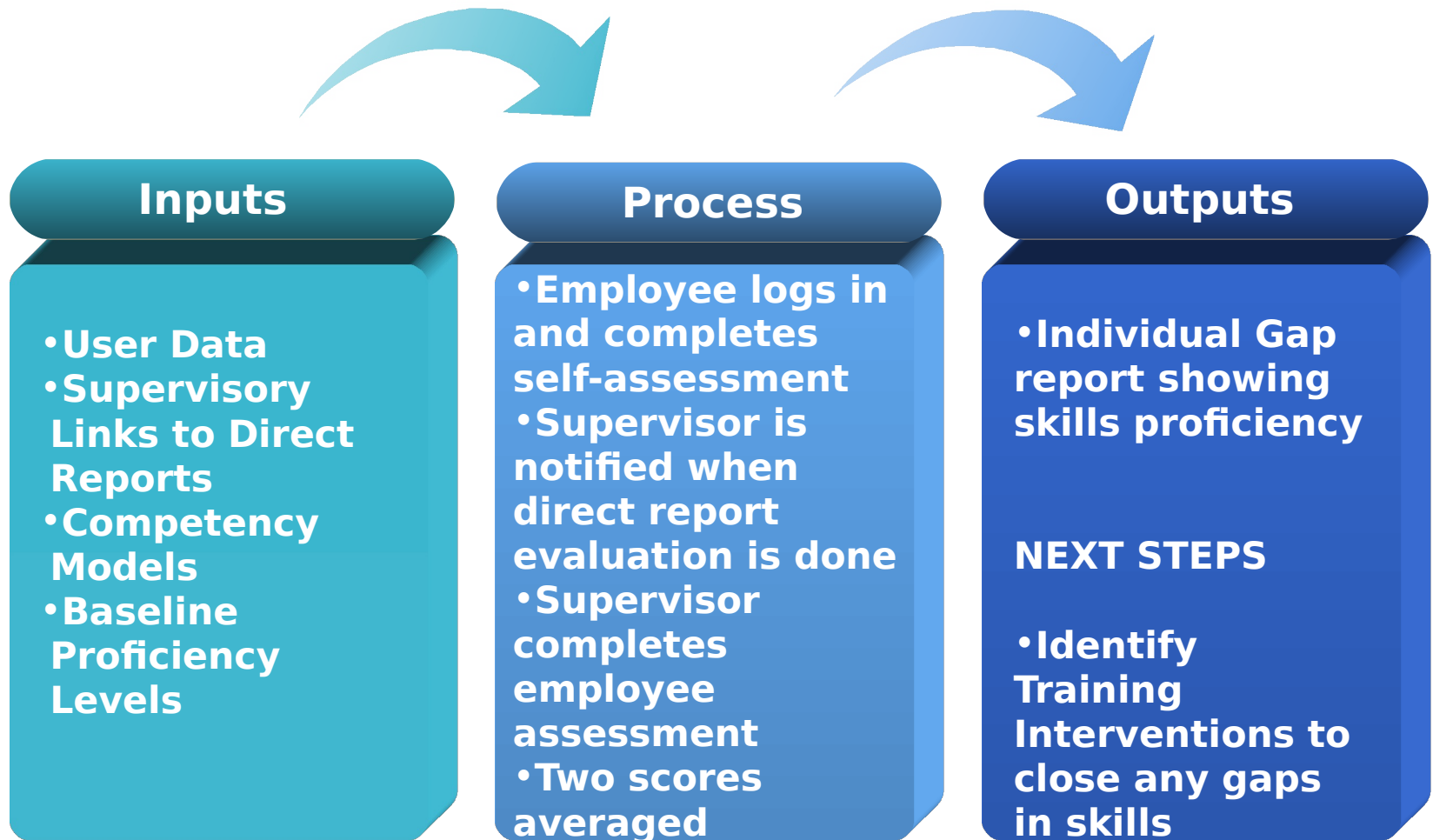


Contracting Assessment Update

- Effort is underway to complete an assessment on 100% of the Contracting Workforce (26K Workforce Members)
- The first phase of this effort is underway and has included two major assessment efforts
 - DLA pilot effort was completed using an existing Learning Management System (Plateau)
 - Air Force assessments utilized the Compass tool
 - Warner Robins AFB - 333 Employees (98% complete)
 - Peterson AFB - 108 Employees (100% complete)
 - Hanscom AFB - 414 Employees (88% complete)
 - Charleston AFB - 34 Employees (94% complete)
- Analysis and lessons learned will be applied to future assessments which will be completed by June 08.



How are Competency Gaps Identified?





Assessing, Analyzing, Plan and Report

This is an investment of supervisor and employee time

Example

Contracting Assessment – Draft– Sample Competency

Section 1
Unit of Competence: Pre-Award and Award

Competency: **Bid Evaluation**

Elements	Proficiency
Element 1 - Determine contractor responsibility by assessing past performance and financial stability to ensure that all contractor tasks and responsibilities will meet Government requirements.	1 2 3 4 5 ○ ○ ○ ○ ○
Element 2 - Evaluate the bids in a transparent manner to allow for fair evaluation of price, past-performance, and technical capability.	1 2 3 4 5 ○ ○ ○ ○ ○
Element 3 - Perform price analysis to determine whether the lowest evaluated bid is reasonable and provides the best value to the Government.	1 2 3 4 5 ○ ○ ○ ○ ○



Proficiency				
1	2	3	4	5
○	○	○	○	○

1	2	3	4	5
○	○	○	○	○

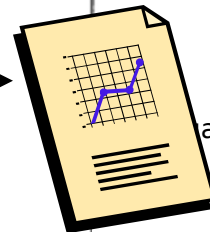
1	2	3	4	5
○	○	○	○	○

Proficiency

Improved Competency Management is an investment: \$, time, work

Example: OPM Gap Reporting

Analysis & Gap Plan



Mission Critical Occupation: Contracting (1102)							Total
Targeted Competency	Stated Profile	Awareness	Basic	Intermediate	Advanced	Expert	
	Baseline ("As-Is" Profile)	10	25	35	20	10	100
	Projected Attrition	1	3	4	3	1	12
	Goal ("To-Be" Profile)	9	10	30	35	25	100
	Gap	-9	-12	-1	18	16	12



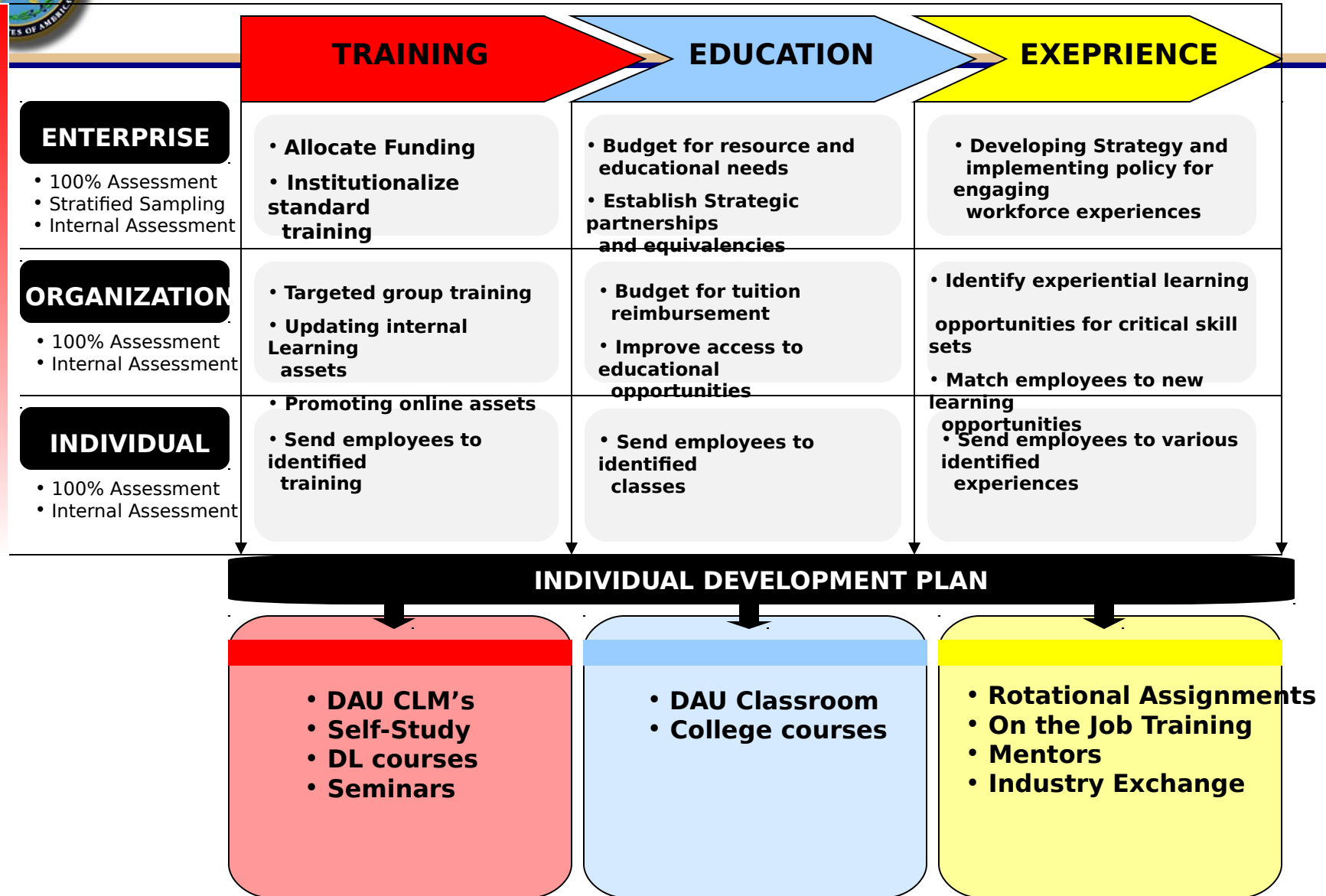
What OPM is Looking For?

Mission Critical Occupation: IT Project Management							Total
Targeted Competency	Stated Profile	Basic*	Foundational	Intermediate	Advanced	Expert	
Quality Assurance (example)	Baseline ("As-Is" Profile)	132	373	501	222	94	1322
	Projected Attrition	16	4	28	13	19	100
	Goal ("To-Be" Profile)	55	217	637	325	167	1401
	Gap	61	132	-164	-116	-92	-179

	(A) Number of Employees Onboard	(B) Number of Funded Positions	(C) Projected Attrition (May 2007 - June 2008)	(D) Gap Based on Funded Positions and Attrition	(E) Number of Employees Onboard by September 30, 2007	(F) Number of Employees Onboard by June 30, 2008	(G) Gap Closure Based on Current Number of Employees Onboard June 30, 2008	(H) Remaining Gap by June 30, 2008
IT Security	119	117	8	6	115	117	-2	0
IT Project Management	1,322	1,401	11	179	1,345	1,399	77	-2
Enterprise Architecture	485	519	23	57	498	519	34	0
Systems Architecture	96	96	8	8	92	96	0	0
Agency Specific	45	51	3	9	47	50	5	-1
Totals	2,067	2,184	142	259	2,097	2,181	114	-3

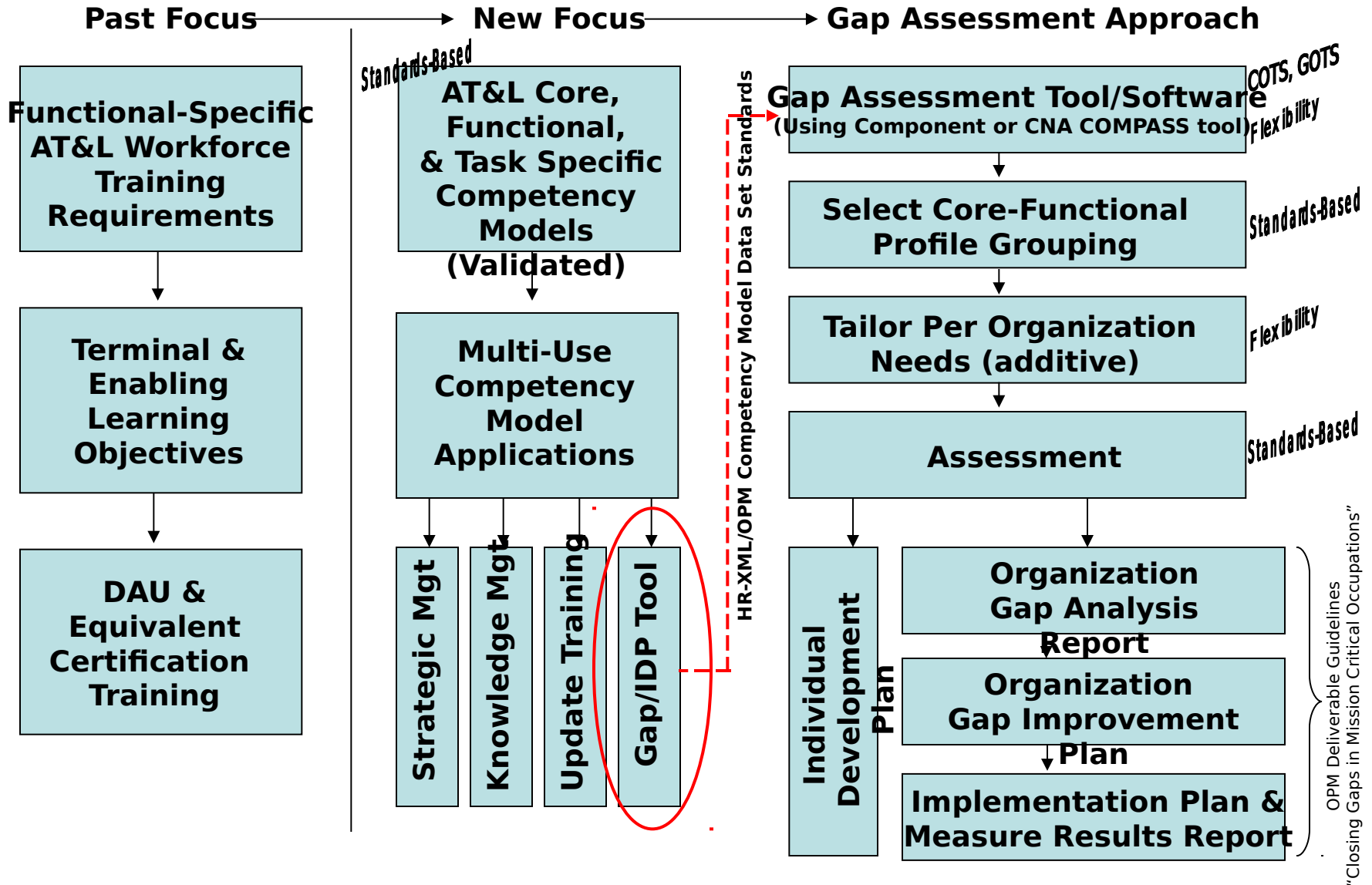


STRATEGIES FOR CLOSING COMPETENCY GAPS





Competency Management - Gap Assessment Approach





Competency Model Uses

Agile Mission Support

- Enables tactical, agile targeting of resources to achieve desired capability
- Enables improved organizational refinements to align the skills with mission needs

Improved Learning/Training

- Improved alignment of training to “successful performance” needs
- Improved training investment
- Enables 21st Century Training Framework (Core Plus)

Succession Planning

- Identify expected critical vacancies
- Identify employees & candidate gaps

High(er)-Performing Workforce

- Improved engagement of workforce to “successful performance” support resources (that make a difference) (ELA)
- Better migration of Best Practices

Improved Gap Assessment

- Assess proficiency AND ROI
- Assess Mission Criticality, Frequency, and Difficulty
- Migrate best practices & tools for successful performance

Strategic Workforce Planning

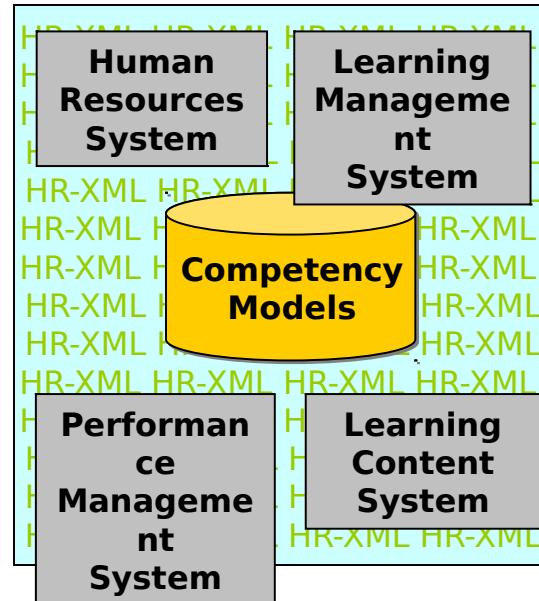
- Strategic planning enabler for leaders
- Enhanced Management of Mission Critical Competencies
- Deliberate, earlier “change management”
- Information for tactical resource decisions

Recruiting & Selection

- Improve identification of key behaviors contributing to successful performance
- Improve the “Benefits Package” story – “World-class tools for your development and success”

Development & Career Planning

- Enhance Individual Development
- Enhance Organization Development





Monitoring Alignment to Goals

DoD Acquisition Mission Challenges Drive Need for High Performing, Agile workforce -- Improved Competency Management

- President's Management Agenda - Human Capital, Leverage Technology (OMB, DoD, AT&L)
- Congressional Requirements - Acquisition Outcomes, Human Capital
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AT&L Human Capital Strategic Plan

- Improved Competency management is key outcome
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Defense Acquisition University

- Core Plus
- Engaged Learner Architecture

***Leadership
Accountability
Strategy
Technology
Key Enablers***